

THE PROBLEMS OF INVESTIGATION OF LEXICAL UNITS WITH THE SEMES "THINKING" IN THE UZBEK LANGUAGE

D. Sh. Rakhmatullayeva,

PhD, Kokand SPI, Uzbekistan

O. R. Khosilova,

Student of Kokand SPI, Uzbekistan

Annotation

The article deals with universal and differential features of lexemes, the inner logical groups of them, and "science – education" lexemes in Uzbek language.

Keywords: enlightenment, culture, science, education, lexeme, semema, sema, logical combination, homogene, heterogene, theme groups.

Until recent years, the language was considered as a whole system consisting of the interaction of regularly related elements, and the thorough research of the linguistic signs of the lexeme in various aspects was one of the special directions of Uzbek linguistics. Although a number of studies have been carried out in this regard, there is still a great need to study the lexicon of the Uzbek language as a whole system based on certain meaningful generalizations, and to consistently study the functional and national-cultural characteristics of each meaningful group. According to the scientific sources, "the important distinguishing features between the paradigm and the content field are homogeneity - heterogeneity and homogeneity - heterogeneity. From this it becomes clear that sometimes the units belonging to the same level can be combined into one meaningful field. At such a time, the concepts of paradigm and meaningful field are maximally close to each other, and they have only one distinguishing feature: homogeneity-heterogeneity. When units belonging to the same level are combined into one meaningful field, the sign of heterogeneity between them is manifested in belonging to different word groups" [2, 84].

In the lexical system of the Uzbek language, there are a number of linguistic units of different levels representing the concepts related to knowledge and education, and

the semantic-structural analysis of the units representing these concepts gives a unique effect. Lexemes and syntactic devices related to education can be found in various artistic, scientific and journalistic sources. In particular, lexemes belonging to this group can be divided into several internal divisions: 1) names of general concepts related to science; 2) personal names; 3) place names; 4) item names; 5) names representing characters; 6) words expressing action, etc. At the same time, these lexemes enter into LSMs on different basis, enter into syntagmatic relationship with other microfield units in the course of speech, and show different themes in their content. Among the names of general concepts related to science and enlightenment of the first group, lexemes such as enlightenment, education, training, meeting, knowledge are found: After that, it is impossible not to seriously prepare for the meeting (A. Qahhor).

Sh. Iskandarova divides personal names in the Uzbek language into thematic groups, and divides personal names based on a person's knowledge, abilities and interests into internal groups differentiated on the basis of abilities, knowledge, experience and information. These include capable, talented, clever, omi, general, stupid, genius, genius, wise, thinker; master, skillful, skillful, skilled, expert, scientist; introduces a number of units such as polyglot, mashoyikh, politician, psychologist, philosopher, jurist [2,33].

Among the indicated units, most of them are associated with lexemes with the symbol "education". In these lexemes, the concepts of "person" and "sign" are combined. For this reason, they are characterized by the symbol "educational neutrality".

The word "thinking" means to think, to think, to think, and objectivity means the process of active perception in imagination, understanding and discussion, the ability of a person to think [3,91]. The peculiarity of thinking is that it is directly related to language.

Among verbs with the archetype of "thinking", the expression "to reach" occupies a special place. The verb "to reach" expresses a common sign with other units in its scope by means of "to understand", "to understand". The verb to understand, which is part of the verbs forming a paradigm based on the archiseme "thinking", differs from the members of the paradigm to which it belongs with the themes



"consciousness", "mind", "understanding". "Consciousness", "mind", "to understand" are special (differentiating) signs of the verb "to understand". For example:

Милён йилда мени яратди ҳаёт,
Мени сўраб, тоғлар қатор чўкди тиз.
Наҳот англамайсан, билмайсан наҳот,
Ахир мен биттаман, ягона, ёлғиз (И.Мирзо)

Based on the integrated analysis of the lexemes included in the lexical group of science and enlightenment in the lexical system of the Uzbek language, it provides a convenient opportunity to determine the value of the lexical units in the lexical system. Determining the place of each linguistic unit in the language system is currently one of the important tasks of linguistics.

References:

1. Искандарова Ш. Тил системасига майдон асосида ёндашув. Тошкент: Фан, 2007.
2. Ўзбек тилининг изоҳли луғати. 5 жилдли. 4-жилд. Тошкент: Давлат илмий нашриёти. 2008.
3. Искандарова Ш.М. Ўзбек тили лексикасини мазмуний майдон сифатида ўрганиш (шахс микромайдони): Филол.фанл. докт... дисс.автореф. Тошкент, 1999.
4. Mahmudova, N. (2022). THE ISSUE OF CREATING AN EXPLANATORY DICTIONARY OF TELEPHONE COMMUNICATION NETWORK TERMS AND REGULATING TERMS. IJSSIR, Vol. 11, No. 9.
5. Mahmudova, N. T., & Tadjiyev, X. X. (2023). Thematic groups of telecommunication terms in the Uzbek language. Gospodarka i Innowacje., 36, 564-569.
6. Rahimova, M., & Nazirova, M. (2023). ERKIN VOHIDOV IJODIDA ANTONIMALAR. Conferencea, 85-88.
7. Rahimova, M. (2023). O‘ZBEK TILIDA LEKSIK NOMEMALAR. Scientific journal of the Fergana State University, (1), 164-164.



8. Raxmatullayeva, D. (2023). O'ZBEK TILIDAGI" ILM-MA'RIFAT" SEMALI LUG'AVIY BIRLIKLAR PARADIGMASI. Sciencewebacademicpaperscollection.
9. Shukhratovna, R. D., & Mushtariybonu, R. (2022). RESEARCH ISSUES OF LEXICAL UNITS IN THE UZBEK LANGUAGE. Galaxy International Interdisciplinary Research Journal, 10(12), 1847-1851.
10. Акрамов, Ш. (2021). ИККИНЧИ ДАРАЖАЛИ БЎЛАКЛАРНИНГ ВАЛЕНТЛИК АСПЕКТИДАГИ ТАЛҚИНИ: Шукуржон Акрамов Қўқондавлат педагогика институти доценти. In Научно-практическая конференция

